

ALEXANDER ELEMENTARY

1601 West Bramlett Road
Greenville, SC 29611

GRADES K-5 Elementary School

ENROLLMENT 343 Students

PRINCIPAL Martha Gamble Hall 864-241-3373

SUPERINTENDENT Dr. William E. Harner 864-241-3456

BOARD CHAIR Tommie E. Reece 864-271-3619

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
4	8	57	45	4

IMPROVEMENT RATING:

AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 14 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

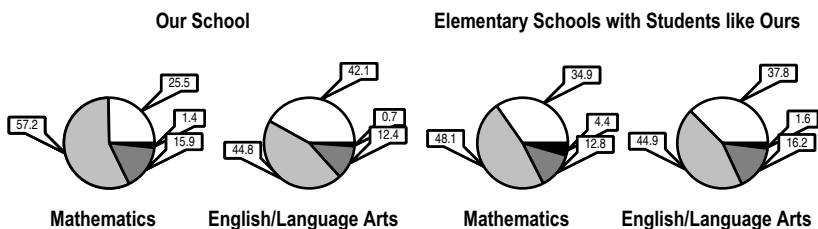
FOR MORE INFORMATION, VISIT WEBSITES AT:




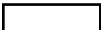
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Unsatisfactory	N/A
2002	Below Average	Excellent	N/A
2003	Average	Average	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	31	46	7
Percent satisfied with learning environment	96.7%	77.3%	I/S
Percent satisfied with social and physical environment	93.3%	71.8%	I/S
Percent satisfied with home-school relations	50.0%	77.5%	I/S

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	170	99.4	42.1	44.8	12.4	0.7	13.1	17.6
Gender								
Male	92	100.0	39.7	44.9	15.4	N/A	15.4	17.6
Female	78	98.7	44.8	44.8	9.0	1.5	10.4	17.6
Racial/Ethnic Group								
White	69	98.6	39.7	48.3	12.1	N/A	12.1	17.6
African-American	82	100.0	45.1	42.3	12.7	N/A	12.7	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	19	100.0	37.5	43.8	12.5	6.3	18.8	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	130	100.0	40.4	43.9	14.9	0.9	15.8	17.6
Disabled	40	97.5	48.4	48.4	3.2	N/A	3.2	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	170	99.4	42.4	43.9	12.9	0.7	13.7	17.6
English Proficiency								
Limited English proficient	5	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	165	99.4	43.3	43.3	12.7	0.7	13.4	17.6
Socio-Economic Status								
Subsidized meals	143	99.3	46.8	41.1	11.3	0.8	12.1	17.6
Full-pay meals	27	100.0	14.3	66.7	19.0	N/A	19.0	17.6

Mathematics								
All students	170	99.4	25.5	57.2	15.9	1.4	17.2	15.5
Gender								
Male	92	98.9	19.2	59.0	19.2	2.6	21.8	15.5
Female	78	100.0	32.8	55.2	11.9	N/A	11.9	15.5
Racial/Ethnic Group								
White	69	100.0	17.2	60.3	19.0	3.4	22.4	15.5
African-American	82	98.8	36.6	53.5	9.9	N/A	9.9	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	19	100.0	6.3	62.5	31.3	N/A	31.3	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	130	99.2	22.8	57.0	18.4	1.8	20.2	15.5
Disabled	40	100.0	35.5	58.1	6.5	N/A	6.5	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	170	99.4	24.5	57.6	16.5	1.4	18.0	15.5
English Proficiency								
Limited English proficient	5	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	165	99.4	25.4	57.5	15.7	1.5	17.2	15.5
Socio-Economic Status								
Subsidized meals	143	100.0	29.0	56.5	13.7	0.8	14.5	15.5
Full-pay meals	27	96.3	4.8	61.9	28.6	4.8	33.3	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	58	N/A	44.8	46.6	8.6	N/A	8.6
	Grade 4	58	N/A	25.9	62.1	12.1	N/A	12.1
	Grade 5	56	N/A	40.0	54.5	5.5	N/A	5.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	59	98.3	28.0	44.0	26.0	2.0	28.0
	Grade 4	63	100.0	43.1	49.0	7.8	N/A	7.8
	Grade 5	48	100.0	56.8	40.9	2.3	N/A	2.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	58	N/A	56.1	42.1	1.8	N/A	1.8
	Grade 4	58	N/A	44.8	46.6	6.9	1.7	8.6
	Grade 5	56	N/A	50.9	41.5	7.5	N/A	7.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	59	100.0	24.0	54.0	22.0	N/A	22.0
	Grade 4	63	98.4	15.7	66.7	13.7	3.9	17.6
	Grade 5	48	100.0	38.6	50.0	11.4	N/A	11.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 343)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	8.8%	Up from 7.7%	2.8%	2.4%
Attendance rate	96.0%	Up from 95.3%	95.5%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	6.5%	Up from 4.4%	5.6%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	11.1%	Down from 12.0%	8.1%	8.0%
Older than usual for grade	4.7%	Up from 4.6%	2.6%	1.1%
Suspended or expelled	0.9%	Down from 5.6%	0.0%	0.0%

Teachers (n= 33)				
Teachers with advanced degrees	27.3%	Down from 35.3%	46.9%	50.0%
Continuing contract teachers	69.7%	Down from 76.5%	79.4%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	83.5%	Down from 87.7%	80.8%	86.2%
Teacher attendance rate	99.0%	Down from 99.1%	95.0%	95.3%
Average teacher salary	\$38,063	Down 1.7%	\$38,455	\$39,909
Prof. development days/teacher	5.1 days	Down from 6.5 days	13.5 days	11.4 days

School				
Principal's years at school	4.0	Up from 3.0	3.0	4.0
Student-teacher ratio	12.0 to 1	Down from 16.5 to 1	17.0 to 1	18.9 to 1
Prime instructional time	94.7%	Up from 93.8%	88.5%	89.7%
Dollars spent per pupil*	\$6,941	Up 7.2%	\$6,643	\$5,892
Percent spent on teacher salaries*	62.9%	Down from 66.2%	64.6%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 95.5%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Alexander Elementary School has begun its' pinnacle to success. These successes can be attributed to administrative, student and teacher accountability, high expectations, self-assessment and goal setting. We are working to attain our motto: "Every child reading, writing, and doing math well." We have utilized research based instructional practices and strategies which included but were not limited to, reduced class sizes, accelerated learning, individualized instruction, after school programs, a home work center, computer assisted instruction in the lab and in the classroom as well as focusing on student learning styles and abilities. As incentives, we have organized quarterly SAS (Students Achieving Success) Celebrations. We hired a Parent Facilitator who worked to get more parents involved in their child's education. Our business and community partners offered varied support also.

A small school, Alexander has made several accomplishments this year. For instance, we earned the State Department of Education's Gold Award for an Excellent Improvement Rating on the 2002 Report Card (the only elementary school in the School District whose improvement rating progressed from Unsatisfactory to Excellent). Also, we won the School District's Elementary Attendance Blitz award and our teachers won several grants, which helped us bring talented, and renowned people to our school.

Our after school programs and our Summer Writing Camp have been great successes. We are looking forward to continued growth opportunities as we proceed to soar to success.

Martha Gamble Hall, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.